

# Professor Grade 11

## Research and research leadership

**Promotion to Professor (Grade 11) requires outstanding achievement in research and research leadership assessed by reference to national levels of excellence and international recognition.**

This includes both individual and collaborative contributions to research, as well as contributions to institutional research culture. There are two criteria and outstanding achievement is normally required in both

Land Economy is a multidisciplinary department and recognises that indicators of outstanding contribution and international levels of excellence will not be the same in its different disciplines. In particular, the balance between individual and collaborative work and between publication in books and book chapters as opposed to in journal articles will vary. In addition, although in some of the disciplines covered by the Department it is common for leading scholars to apply for and win research grants, that is not the case for all of them.

In Land Economy, which is a multidisciplinary department, conducting interdisciplinary work is also recognized and valued alongside with single disciplinary work.

Given that Land Economy is a Department devoted to examining public policy and professional practice, the impact of research and other activities on those aspects of society is also valued.

<b>CRITERION 1 - Consistently conducts rigorous research addressing significant questions contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.</b>
<b>Indicators of excellence and impact</b>
<ul style="list-style-type: none"><li>• Types of publication will vary across the disciplines included within Land Economy, from publication of chapters in edited books to datasets.</li></ul>
<ul style="list-style-type: none"><li>• A significant and growing portfolio of high-quality research outputs recognised as world-class in terms of their originality, significance and rigour will be required.</li></ul>
<ul style="list-style-type: none"><li>• The work will be expected to make a significant contribution to the advancement of knowledge</li></ul>
<ul style="list-style-type: none"><li>• The University and the Department acknowledges that the intellectual content of a paper is much more important than publication metrics and so no lists of favoured or designated journals or publishers will be maintained or required.</li></ul>
<ul style="list-style-type: none"><li>• Work that challenges received ideas will be encouraged and welcomed.</li></ul>
<ul style="list-style-type: none"><li>• Research outputs that inform the development of policy, professional or private sector practice will be recognised. All reasonable evidence of impact on policy or professional or private sector practice will be eligible - REF standards of documentation will not be required.</li></ul>
<ul style="list-style-type: none"><li>• Winning competitive research funding is an important indicator of excellence in some disciplines</li></ul>
<ul style="list-style-type: none"><li>• Award of prizes and honours for research will be recognised</li></ul>
<ul style="list-style-type: none"><li>• Peer-review is very important to a substantial portfolio of original research, but for some items in that portfolio (e.g. US law journals, policy reports) is not a sine qua non for inclusion</li></ul>
<ul style="list-style-type: none"><li>• Interdisciplinarity is encouraged and valued, although it is not essential.</li></ul>
<ul style="list-style-type: none"><li>• Promotion and maintenance of the highest standards of research integrity is essential.</li></ul>

**CRITERION 2: Contributes to high-quality research leadership and supports an inclusive and productive research culture**

**Indicators of excellence**

- Evidence of research leadership will vary according to the discipline concerned.
- In some disciplines leadership in collaborative research projects will be relevant.
- In other disciplines, in which individual scholarship is the norm, leadership may be demonstrated initiating and leading debates within the discipline in different fora including conferences and workshops, editorships and new journals, and special issues.
- Leadership may also be demonstrated by research-linked engagement and participation in public policy advice and formation or the development of professional or private sector practice.
- Interdisciplinarity is an indicator of research leadership in the department.
- Editing journals, books, collections of essays is also evidence of research leadership.
- Organisation of conferences and seminars and international collaborations that lead to original research outputs is also evidence of research leadership.
- Invitations to present work at major conferences, high-level workshops, or in different professional, private sector or policy organisations will count as evidence of research leadership.

## Teaching and researcher development

**Applicants for Professor (Grade 11) will be expected to have demonstrated excellence, leadership and innovation in teaching.**

The Department does not equate excellence in teaching with the popularity of the teacher. Student feedback, although never irrelevant, will not be taken as determinative. Among other things, some types of courses are more likely to elicit positive feedback and there is research supporting the notion that students are tougher on teachers of particular demographics. Demonstrating an ability to communicate however, is a pre-requisite for showing effectiveness in teaching.

There are three criteria mandated by the University but the Department recognises that, because of the ways the different disciplines in the Department work, not everyone in the Department will have had opportunities to mentor early career researchers and so that criterion will only apply to those who have had such opportunities.

Not all the indicators will be relevant to every applicant and successful applicants will not necessarily be able to demonstrate achievement on every indicator.

(References to teaching should be taken to include all relevant forms of teaching, including lectures, seminars, workshops, and small-group teaching. References to postgraduate students include MPhil, MSt and PhD students.)

<b>CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging.</b>
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<b>Indicators of excellence</b>
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| <ul style="list-style-type: none"><li>• Provides effective, inspiring, and intellectually challenging teaching</li></ul>  |
| <ul style="list-style-type: none"><li>• Successfully incorporates their own scholarship into teaching materials (which can include producing leading textbooks and other pedagogical materials)</li></ul> |
| <ul style="list-style-type: none"><li>• Successfully incorporates their own research into teaching</li></ul>  |
| <ul style="list-style-type: none"><li>• Wins departmental, university-wide, or broader recognition for teaching</li></ul>   |
| <ul style="list-style-type: none"><li>• Plays an effective role in the assessment process</li></ul>   |
| <ul style="list-style-type: none"><li>• Demonstrates a professional, reflective approach to teaching</li></ul>  |
| <ul style="list-style-type: none"><li>• Contributes to the creation of new courses or papers and/or the renewal of existing courses or papers</li></ul>   |
| <ul style="list-style-type: none"><li>• Demonstrates openness to innovation in teaching methods and/or assessment methods</li></ul>   |
| <ul style="list-style-type: none"><li>• Plays a leadership role in the assessment process, for example chairing examination boards or taking on substantial levels of responsibility</li></ul>            |
| <ul style="list-style-type: none"><li>• Takes part in inter- or multi-disciplinary teaching</li></ul>   |
| <ul style="list-style-type: none"><li>• Holds an educational leadership position within or beyond the University</li></ul>  |

**CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive**

**Indicators of excellence**

- Delivers successful, intellectually challenging, and supportive postgraduate teaching and supervision
- Creates a positive working environment for postgraduate students and acts as a role model in promoting the University's values

**CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success**

**Indicators of excellence**

- Delivers successful, intellectually challenging, and supportive development opportunities for early career researchers
- Creates a positive working environment for early career researchers and acts as a role model in promoting the University's values

## Service to the University and to the academic community

The Department expects those appointed to Professor (Grade 11) consistently to have made exceptional contributions to the work of the Department or the University and to the scholarly community or society.

Not all the indicators will be relevant to every applicant and successful applicants will not necessarily be able to demonstrate achievement on every indicator.

<b>CRITERION 1: Consistently makes an effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect</b>
<b>Indicators of excellence</b>
<ul style="list-style-type: none"><li>• Service in academic administrative and leadership roles in the Department, the School or the University.</li></ul>
<ul style="list-style-type: none"><li>• Provides active mentoring and support for colleagues.</li></ul>
<ul style="list-style-type: none"><li>• Has made significant and sustained contributions to equality, diversity and inclusion activities, including widening participation.</li></ul>
<ul style="list-style-type: none"><li>• Creates a positive working environment and acts as a role model in promoting the University's values.</li></ul>
<ul style="list-style-type: none"><li>• Service in academic leadership roles outside the University (e.g. learned societies and professional bodies)</li></ul>
<ul style="list-style-type: none"><li>• Innovation and leadership in scholarly communication or communication of scholarly work to the general public</li></ul>
<ul style="list-style-type: none"><li>• Significant editing of or reviewing submissions for scholarly journals or publishers</li></ul>
<ul style="list-style-type: none"><li>• Advises (whether in the UK or elsewhere) governmental bodies, parliamentary committees, international organisations, or non-governmental organisations</li></ul>
<ul style="list-style-type: none"><li>• Membership of public bodies</li></ul>
<ul style="list-style-type: none"><li>• Significant contributions to forming or sustaining important partnerships with e.g. professions, public bodies, other universities (including in other countries) or philanthropic donors.</li></ul>
<ul style="list-style-type: none"><li>• Supports the work of other HEIs (e.g. external examining; participation in reviews)</li></ul>
<ul style="list-style-type: none"><li>• Promotes interdisciplinarity</li></ul>